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**EXPERIMENTAL  
SCHOOLS  
in  
BERKELEY**

*Berkeley - Schools  
Education - Ch. Berkeley*

**Berkeley Unified School District  
September, 1971**

**The  
Experimental Schools Program  
of the  
Berkeley School District**

**Central Offices  
Instructional Materials Center (IMC)  
1720 Oregon Street  
Telephone: 644-6365**

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*This first informational brochure to the community on the Experimental Schools Program in Berkeley was published in September, 1971. Photographs are by Jonathan Eubanks. The experimental schools scheduled to go into operation next year are listed in this brochure but not described in detail. Information on them will be issued to the community prior to their opening.*



For some youngsters, the regular way of things in the public school system is sufficient to their needs. For others, it is not. Several years ago in Berkeley, individual educators began carving out alternatives for students who were chafing at the regular educational mold and teachers who were anxious to try other ways of making the learning program come alive.

It started on the secondary-school level, spread to the 4-6 schools and extended then into a K-3 school.

A black educator in one of the founding alternatives—Buddy Jackson at Community High School—concluded from his experience there that the educational option that works for white youths does not necessarily speak to the urgent needs of blacks. Jackson carved out an alternative within the alternative of Community High and called it Black House. There, the purpose is to come to grips with the effect this society has had on the attitudes, expectations and aspirations of black people. This alternative within an alternative broadened Berkeley's desegregation and brought it a step closer to the era of integration—that point where the educational system delivers the basic academic skills to all its students.

The first alternatives were created by white educators. They were designed as "other ways" for youths of all races but they spoke mostly to "turned off" whites. Since their beginning, these alternatives have been constantly reshaped and modified to respond to the life experiences of blacks, browns and Asians as well as whites.

Black House was created in specific response to the need of blacks to come together on the basis of their blackness. Much misunderstood, Black House has been attacked as being "anti-white" and a violation of the Berkeley district's policy of desegregation. Jackson, its founder and prime spokesman until his death this summer in an auto accident, answered the charge by defining segregation. "When you reject out a race of people because you don't want to be around them, that's segregation. When you bring



together a race of people to teach them basic skills through a learning program built around their life experience, that's not segregation. It's relevant education and it's necessary because America is a racist society and the school systems in it have been designed by and for middle-class whites; oriented around their life styles, experiences and backgrounds. It wasn't designed to pay off for minority kids."

The creation of Black House was approved by the Berkeley Board of Education as being in consonance with its policy of delivering the basic academic skills to all children. One of the five new alternatives created with the opening of the 1971-72 school-year will follow in the footsteps of Black House. It is Casa De La Raza—a learning place where Chicano youths will come together to grow in pride of their own culture and to learn the basic academic skills through a program oriented around their life experience.

As alternatives have grown in the Berkeley district, so has the commitment to mold them to the needs of all races.



This brochure contains initial descriptions of the Experimental Schools Program in the Berkeley district. More detailed and updated information will be disseminated as the realities of this new direction in education are created. At this point, at the end of the 1971 summer, some of the schools in the program are still being created.

The Berkeley district learned in the spring of this year that United States Office of Education money was available to build on experimental schools already in operation. Berkeley had 10 alternatives going. The first of them—Otherways and Community High School—were pioneered three years ago by Herb Kohl and Jay Manley respectively to provide different ways of relating the learning program to students. Berkeley's term for these options was Alternative Schools—another way of saying "other ways."

Because of its mushrooming alternatives, the Berkeley district was considered fertile ground for the plowing in of a large sum of federal funds—3.6 million to span 30 months, with addi-



tional monies to follow up the next two years. Berkeley was one of eight districts in the nation to receive a \$10,000 planning grant to devise proposals for experimental schools. Educators and the community were invited to submit their plans for alternatives to the usual way of providing the basic academic skills. Some 200 such plans were created by school staff, parents and other Berkelelyans. A committee consisting of people from school staff and the community culled through all of the proposals and came up with a package that was taken to the United States Office of Education. Berkeley, Minneapolis and Tacoma were the three cities selected to receive the federal grant to sustain and expand on alternative schools.

The Office of Education required that the Berkeley package be reworked so that all of the experimental schools be contained in just two of the city's four attendance zones. The reason was to have a comparison, or "control" group—two zones with alternatives and two without. The U. S. Office of Education also named the program Experimental instead of Alternative. This offends some advocates of alternatives, who consider their programs as "another way" rather than an experiment. With 3.6 million at stake, the label on the effort was considered a matter of semantics. Berkeley educators who have and are fathering alternatives to the status quo in education agree that the important thing is in the result, not the title.

Approval of the federal grant came in May and the school-year closed with most of the Berkeley community confused about what was happening. Working against an almost impossible time deadline, district officials here had barely enough time to comply with the many refinements required before the grant could be approved. It all happened so fast that the community could not be brought in at that point. Then summer came and the work began of reshaping and modifying the various alternatives to reflect the concerns of staff and parents. Now that the flurry of initial activity has settled down, the results of it can be described to the community.

When all of the Experimental Schools in the federal grant are phased into the district, there



will be a total of 24 in operation, kindergarten through high school. In addition to the 10 already in existence, five more will be started when schools open September 10. Two others will begin in the second semester, February, 1972. The remaining seven will be started in the fall of 1972.

The original alternatives were funded through various agencies—Ford Foundation, San Francisco Foundation, Carnegie. These monies will still come to the district, depending on which proposals are approved by their respective agents. This means other alternative programs in addition to the U. S. Office of Education package will be in operation. The Board of Education has agreed to seek Ford funding for an alternative at Columbus, called Equal One, which would cluster children by race during a portion of each day to relate ethnic life experience to the learning program.

This and other programs will operate separately from the Experimental Schools network funded by the federal government. The existence of the 24-school program does not mean that the district will not continue to turn to other funding sources to finance those other alternatives which educators and parents recommend for Berkeley's school children.

The 10 alternatives already in operation in the district are:

**Jefferson Three-Part Model (K-3)**

**Environmental Studies Program** at Lincoln (4-6).

**Kilimanjaro**, formerly called PTAE, Parents and Teachers for Alternative Education (K-6).

**Odyssey (7-9).**

**Other Ways (9-12).**

**East Campus (9-12).**

**Model A (10-12).**

**Black House (10-12).**

**Community High School (10-12).**

**Agora**, formerly called Community II (10-12).

The five new ones opening for the first time in the fall (1971) are:

**John Muir (K-3).**

**Franklin Multi-Cultural (4-6).**

**On Target (10-12).**

**Casa de la Raza (K-12).**

**West Campus (9).**



Next spring, two more alternatives will be phased in. They are **College Prep** and **School of the Arts**, both for high school students and both to contain about 250 youths each. The final seven experimental schools, to be phased in at the opening of the 1972-'73 school-year, are: **Junior Community**, to be operated for primary-age pupils at a site not as yet selected; **King Cluster**, a school within a school at King Junior High; **Willard Alternative**, a community cluster within Willard; **two more mini schools within West Campus**; and a **Black House at West Campus**; and **New Ark**, a family-centered program focusing on parent resources.

The following is a description of the 15 federally funded Experimental Schools operating in the Berkeley school district as of the fall of 1971. Parents interested in information and/or enrollment should contact the school directly.

## **OTHER WAYS**

**940 Dwight Way**

**Telephone: 849-3447**

**Grade Level: 9-12**

**Number of Students: Approximately 100**

**Contact Person: Robert Wilson**

Four years ago Herb Kohl came to Berkeley to use Carnegie money to create an other way to educate kids. He picked Berkeley hoping it would be a compatible place to try something different from the usual. Kohl is the author of numerous books on the failure of the educational system to teach and inspire kids. His commitment was to honestly listen to youths and to deal with their real needs, not those adults thought they should have. Kohl started up in a school district office on Grove street and moved several times before finding the present location on Dwight Way. There, Otherways operates—there and wherever the interests of the students lead them. Iconoclastic and dead set against hypocrisy and the sanctity of adulthood, Kohl has been resolute in staying separate from the educational system. He views it as representing too little substance and too much form. Otherways was created as a "rebuilding station"



for youths who no longer believed in the integrity of the institutions created by adults whose words didn't match their deeds.

The goals of Other Ways are for students to:

- . . . be able to articulate their own vocational, social and personal needs.
- . . . know how to get the experiences needed to meet those needs.
- . . . know how to cope with social and intellectual frustrations.
- . . . know how to teach themselves or how to take advantage of the knowledge and experience provided by the community they choose to live in.
- . . . master reading, writing and math and some basic social skills to be more aware of and able to deal with racial and sexual attitudes.

To attempt to achieve these goals, these things happen at Other Ways. Students plan their own programs and initiate their own classes. Small classes with personalized learning are conducted in such subjects as wilderness, urban, psychological, financial, social and political survival. The community is used as an extended classroom, utilizing shops, craft centers, local colleges, apprenticeships in business and industry and students as teachers of each other to help in mastery of reading and other skills. The Other Ways site has been developed as a learning facility and social center. Students are exposed to a large variety of adults not usually encountered in their home or school setting. Other Ways has the status of a corporation and, as such, is able to hire skilled technicians.

The full name of this alternative is Other Ways Basic Skills and Survival School. The development of this year's program will be under the leadership of Robert Wilson.

He describes this year's direction as follows:

"Other Ways is an educational project designed to give its students the skills they will need to function in an increasingly complex world. The curriculum, then, will necessarily stress scientific and literary skills. The courses will provide students with those skills they will need if they wish to go on to college, and if not, with



enough information to get a job and to develop in whatever areas they may later choose. It is assumed that if they read well and have a background of scientific knowledge, they can instruct themselves in innumerable areas.

"A sample of the courses that are being offered this year are: Biology, Physics, Chemistry, Mathematics, Reading Literature, Drama and Art, Architecture and Economics. Each teacher will be aware of the entire curriculum so that the students will be involved in an unified approach. All parts of the curriculum are related to each other and individual teachers will be conscious of the whole as they teach their particular course.

"There will be 100 students this year and 12 teachers so that classes can be small and flexible enough to relate to students' individual needs. Students will also be involved in the school on a teaching level. Under the guidance of individual teachers, students will instruct people younger than themselves in basic reading and writing skills. As a result, our students will be equipped with the ability to communicate the knowledge they are learning and will be helping younger people to develop basic educational skills."

## **COMMUNITY HIGH SCHOOL**

**Administration Building, Berkeley High  
Campus**

**Second Floor Wing**

**Telephone: 644-6864**

**Grade Level: 9-12**

**Number of Students: About 225**

**Contact Person: Brice Todd, Room B207**

This school within a school was the first alternative to be operated on-site in the Berkeley district. It grew out of the concern by educators in the Performing Arts department that the main campus was too big and impersonal and that some kids are lost without more one-to-one contact. A number of instructors in the drama and music unit worked on the original plans. Jay Manley, dramatist, became director of the



mini school when it opened in the spring of 1969 to some 200 students. Location was the corridor and upstairs area of the Community Theatre. Teachers who wanted something different for students and for themselves opted into the alternative. Clusters of youths and their instructor were scattered throughout the theatre, with adult and student on a par in deciding what the subject of learning would be and how it should be taught.

The first of its kind, the school was a testing ground and a place where observers streamed through in search of models. A basic tenet was respect for kids and recognition of the talents, skills and insights they have to give to each other. Students with expertise taught classes. Parents were polled for the knowledge they could share with the students. The school received a Ford Foundation grant. Quarters were moved in the fall of 1970 to the second floor of the main administration building along Milvia near Allston Way.

In the spring of that year, hundreds of parents and students had applied for Community High but the quota for the fall semester had been filled. Manley brought this overflow together into a community meeting and proposed creation of a second such alternative. Manley wanted to start over again, with the alternative being created from the ground up by students and parents. This alternative was begun in the spring of 1971. It was initially called Community II and was renamed by students this summer to Agora.

Community High School moves into its fourth year of operation this fall. Last year's classes were called "tribes" and subject matter was shaped to current social issues and the concerns of the students. Youths are encouraged to perform service for others, such as tutoring in a primary school, and this type of off-campus activity carries course credit.

The pioneer alternative opens this year with an almost new staff. Brice Todd, a teacher in the alternative since its beginning, is the new director. He was voted in by the students. Staff will include 10 full time teachers, between five and 10 student teachers, about five work-study



people from Merritt plus a few community volunteers.

The intent of Community High is described by Todd:

"First, the staff agree that CHS is primarily about learning to use the basic tools of survival and success in modern times—reading, writing, math, and other forms of creative expression (such as photography, art, drama, dance, pottery, and so forth) but it is not limited to these things. Since personal value systems, attitudes, philosophies, and life styles have so much influence on how a student learns, we also recognize these factors as important areas of learning.

"Second, we are for students who want to develop a learning structure within themselves that will serve as a basis for the lifelong learning that they will need to survive and succeed in this world.

"Third, we are about doing these things in the context of a racially integrated community where we hope to make each student conscious of how he exists within the context of other people and institutions. The staff agree that we are a place where adults should demonstrate the process of living and working together in harmony and balance.

"We do not have a Chicano program, a Black program, an Asian program, or any other ethnic program. Although we do have some courses which are centered on the needs and interests of various groups of students, the CHS alternative is centered around interests that are not basically racial or ethnic. The point here is that we are **not** in competition with La Casa de la Raza, with Black House, or with any other alternative. In other words, while we do not ignore the basic racism that permeates our culture, CHS is for those who want to emphasize the development of our basic humanness rather than placing emphasis on race, nationality, religion or whatever.

"The place where we differ most from the rest of the school system is in the unique approach that we use to achieve our goals. In CHS the means generally used to reach students grows out of the personality and skills of each



staff member. At some level our school is in a process of constant change as we staff become more adept at meeting the changing needs of our students in this rapidly changing world."

## **EAST CAMPUS**

**1925 Derby Street**

**Telephone: 644-6159**

**Grade Level: 9-12**

**Number of Students: Approximately 150**

**Contact Person: Tom Parker**

East Campus is a continuation school but was included in the alternatives program for federal funding because it has, indeed, become an option for students. Formerly located on Dwight Way near Telegraph Avenue in the old McKinley School building, it was in many respects a dumping ground for the high school. Five years ago this was changed by a group of educators who felt the system had failed the youngsters rather than the other way around. Intense, caring teachers and individualized help in basic-skills instruction moved the continuation school from a holding station for drop-outs to a learning place for youths who needed to build in themselves the mechanisms for coping in this society. East Campus was moved onto the main high school campus in 1970 but that didn't work. The identity of the school and its concentrated effort was lost and many of the students literally became physically lost. The bungalows along Grove street were acquired for the school, which by now had become, in both intent and substance, an alternative for youths who needed more individual, personal contact than they could readily find on the big main campus. All staff and students functioned in one and a half bungalows until the other three could be readied for occupancy. The school is now settled and qualified for the federal grant on the basis of its success with both students and parents. An informational meeting called for parents last year filled the main building. At the 1971 spring semester break, only four students out of 126 opted to transfer to other programs.

The stigma is gone from the continuation school. Students are admitted only if they themselves want to be in it. And it's no longer a place where students only occasionally show up. The average daily attendance at East Campus last year was 85 percent. When students don't come to school, staff go out and find them. The staff believe that youths today have no options for the future if they haven't mastered such basic academic equipment as reading, writing, spelling and math. They want their students to have these skills so that they can have some choices in the direction of their lives.

East Campus has never received special funding. Now that it's a part of the federal grant (in which approximately \$200 a year is spent for each student in an alternative over and above the district allotment), certain things can happen that couldn't happen before because there was no money.

These new activities will include:

- . . . Hiring of college students to work with the East Campus youths on an individual basis.

- . . . Purchase of video tape, films, equipment for an electronic media lab, slides and tapes—all for student use in their learning program.

- . . . Paid professionals to work with parents, teachers and students in small groups to bring about closer understanding among them.

- . . . Part-time jobs for the students "in order that they and their teachers can more adequately understand what they will face in the world of work."

- . . . A year-around school experience for students "for whom the three months of summer vacation may only be dead time."

- . . . Experiences beyond the traditional curriculum, such as two-week camping trips, attendance at cultural events and involvement in community activities.

- . . . Follow-up on those students who elect not to participate in East Campus to help them discover other alternatives.



## **BLACK HOUSE**

**Still Seeking a Site**

**Telephone: 845-3007**

**Grade Level: 10-12**

**Number of Students: Approximately 125**

**Contact Person: Horace Upshaw**

In the fall of 1970, Buddy Jackson, a teacher at Community High School, took about 80 black students from that alternative, rented the South-West Berkeley YMCA site and set up classes around the effects this society has had on black people. Many volunteers were brought in. Students had a voice in creating their course of study. The black community became an extended classroom. Courtrooms, prisons, churches, tutorial stations—happenings involving black people became the sites of class trips. The school day went into the night and weekends, depending on experience to be gained.

Black House staff describe the reason and intent of their school: "Our alternative school is for black students who experienced isolation, powerlessness and low achievement in their previous enrollment in the regular Berkeley High School. Some are literal drop-outs; others are psychological drop-outs. The program at Black House is designed primarily to restore self-esteem in the students and imbue them with a sense of adequacy. The teachers recruited are those who have expressed and demonstrated talent in working in very personal ways with students. All teachers are black, not merely by racial definition but by possession of a black consciousness. A wide span of knowledge is represented in the persons of the staff. It is this that is translated into subject content.

"What we are attempting to do is turn the tide on the effects racism have had on high school students. Our program basically consists of conducting a black school within the community where most students live; hiring a young, and aware black staff and introducing an innovative and black-oriented curriculum. These three aspects of Black House provide the basis for the development of black students psychologically and academically. Under these conditions,



we have found that black students are more able to develop educational skills and understand why this is necessary to them. Going to school in the community and having community people as teachers provide the models and examples students need to understand why they should become proficient in certain skills.

## **ENVIRONMENTAL STUDIES PROGRAM**

**Lincoln School, 1731 Prince Street**

**Telephone: 644-6313**

**Grade Level: 4-6**

**Number of Students: Approximately 200**

**Contact Person: Welvin Stroud**

In the fall of 1969, five teachers at Lincoln formed a mini school to attempt to bring together part of the Lincoln pupil population into a community cluster. They wanted to loosen the classroom structure and scheduling; to bring in more parents; to go out into the world around the school more; and to know each child enough to try to teach them at the point where they each individually were. The group located in a wing on the lower floor of the school. After a year of this, the mini school was reshaped by one of its instructors, Welvin Stroud, into the Environmental Studies Program. Stroud designed a proposal and got San Francisco Foundation funding. His goals were to give more life to subject matter by teaching it through swaths of interests—study of the body, of the atmosphere, of land and sea; electronics, map-making, photography.

The goal of the alternative is delivery of the basic academic skills to all students. Stroud describes the rationale behind creation of this first experiential school on the elementary level. "If a child, on reaching the fourth grade, has been a failure and/or feels the material being taught is boring, unenjoyable and irrelevant, it is the responsibility of the administrators, teachers, parents and students to find a way they, together, can make learning an enjoyable and meaningful experience. With this in mind, and



no money, only hope and dedication, we set out to accomplish our goal. The goal is to make learning an enjoyable and meaningful experience for children of all social and racial backgrounds."

The alternative did not receive outside funding for several months but the program was conducted anyway. College students were brought in as additional teaching resource. Many parents worked in the classroom and helped on the many field trips. The class-day was divided into blocks of time—mornings on basic skills; afternoons in interest groups involving such pursuits as newswriting, choir and music, African dance, candy sales, bay bridge, electronics and Indian study, art, cooking, and math and reading projects. The experiences outside the classroom were the subject of creative writing. Students wrote poems, essays, short stories, plays. A finale event of the school year was their presentation of "Raisin in the Sun."

A basic tenet on which the alternative is based is that youths need to be brought in to the decision-making process when those decisions effect them. Another tenet is that it's an unfair hardship to issue students into the secondary schools without the basic academic skills. Another tenet is that learning should really be a joy, not a drag.

## **JEFFERSON THREE-PART MODEL**

**Rose at Sacramento Streets**

**Telephone: 644-6298**

**Grade Level: K-3**

**Number of Students: Approximately 665**

**Contact Person: Mary Giorgi**

In the spring of 1970, Principal Mary Giorgi of Jefferson decided to try for special funding to make it possible to give the parents of her school some choice in the way their children are educated. She had listened for some time to many parents asking for something other than the traditional, structured, teacher-lecturere way of offering learning to kids. She knew, also, that many parents of the large primary school wanted to stay with the traditional approach.



Mrs. Giorgi drafted a proposal to create three different schools within Jefferson. The project was funded by Ford Foundation and now is part of the federally financed Experimental Schools Program in the Berkeley district. Parents have the choice of these three different approaches:

**Individualized-Personalized**, with as much tailoring of the learning program to the individual needs of each student as possible.

**Multi-Cultural Bilingual**, with academic subject matter related to cultures and with class dialogue conducted in two languages—Spanish or Chinese.

**Traditional**, with the teacher as the prime source of the educational experience and with the instructional program centering on basic subject matter.

First step in creating the alternative was to call in parents and describe the three choices. This took place in the spring of 1970. Many parents felt divided between the multi-cultural and the individualized options. Jefferson staff spent last summer refining the three choices. When school opened last fall, the matching began of students to approaches. More parents opted for the individualized model than did teachers. The solution was for some teachers to transitionally move from traditional to individualized. As school closed this year for the summer break, parents once again registered their preference for the kind of instructional program they wanted for their child. Principal Mary Giorgi reports that last year all but a handful of parents got their choice.

In the Multicultural-Bilingual model, the main effort is to create an environment where culturally diverse parents, staff and children can learn to understand, appreciate and respond to mutual needs. The Individualized and Personalized Learning model (IPL) provides a psychological environment and self-instructional materials. Based on the premise that students learn differently, this model provides varied materials and kinds of support. The Traditional model is a teacher-directed program with emphasis on skills and subject matter. Primary source of learning is the teacher's knowledge of her sub-

ject and her ability to present it in creative and challenging ways.

The Jefferson program is based on the belief that teachers, parents and students will be more committed and involved when they have a choice as to the mode of education most nearly accommodating their own life styles and expectations.

## **ODYSSEY**

**Located at Church of the Cross**

**1744 University Avenue**

**Telephone: 843-2447**

**Grade Level: 7-9**

**Number of Students: Approximately 80**

**Contact Person: Arlene Metrick**

Staff at Willard Junior High School wanting to create a small cluster school for the sake of more personal contact and more creative use of the community as a learning place gathered together parents and youths of like mind and went off the school site. Calling themselves Odyssey, they proceeded to build a learning experience based on personal knowledge of each student and on direction from those students as to the kinds of encounters that had meaning for them. Odyssey found a home in the basement of the Lawrence Hall of Science for most of the 1970-'71 school year and then moved in the spring to a large garage on Bonita Avenue until summer. Staff describes their alternative as follows:

"Odyssey is a school in process. It is committed to learning and changing as it develops a definition of education meaningful to its students. The first goal of Odyssey is to develop the self-esteem of students through meeting their various educational needs and encouraging honesty, independent thinking and respect. The second goal is to develop a model for educational change.

"The process of Odyssey has been to gradually move from a teacher-directed school inspired by a rather abstract ideal of 'freedom' towards a community where students, parents, and staff together determine the educational experience. Odyssey has gradually discovered that the concepts of freedom and responsibility



pose unique problems for students grappling with adolescence, identity-crises, and the world around them. The major challenge of Odyssey has been to respond to and, where possible, redefine the traditional roles of teacher as actor and student as reactor, and the traditional definitions of learning. Perhaps the most concrete realization made by Odyssey was that alternative education does not mean any one thing for everyone. Rather, each student has the right to define and approach his own personal educational experience from his position and his needs. In the case of a white student, this may mean a free-form school day; in the case of a black student, this may mean a very tailored academic experience."

Basic skills classes are held daily. Others meet two and three times a week and vary in content all the way from Black Protest Literature to Astrology, from English Composition to Greek Dance, from Racism in America to Wilderness Survival. Individual tutoring and independent study are arranged on student request.

One of the main concepts of Odyssey is community involvement. Each student is required to participate in a community service project once a week. These include work with hospitals, child-care centers, tutoring, ecology action.

## **KILIMANJARO**

**1620 Scenic**

**Telephone: 841-1407**

**Grade Level: K-6**

**Number of Students: Approximately 50**

**Contact Person: Stephanie Staples**

In the spring of 1970, a group of parents from the Lincoln and LeConte schools areas came together in a series of meetings to see what they could do to give their children a more stimulating education. They decided to conduct a summer pilot program. Out of this grew the PTAE alternative—Parents and Teachers for Alternatives in Education, now called Kilimanjaro. It is an organization initiated, supported and maintained by parents. The school has been operated on the money, time, ideas and materials contributed by the parents. Parents

make all important decisions relating to the group. They perform the main task of supplemental teaching. The program is non-graded. They also arrange for community people to volunteer energy and talent. They pay all expenses beyond district obligations, including rent on an away-school site.

The parents and teachers of Kilimanjaro describe their alternative school this way: "Our program is dedicated to individual environmental education. It represents an on-going continuum in alternative education. It replaces regular goals with guidelines designed to foster individual growth—a growth that does not stop for semester breaks and summer vacation.

"This alternative is established on the principle that education is not inculcation. It is not the learning of programmed responses. It is not the assimilation of Western civilization or the learning of socially sanctioned morality. Rather, it is the organic process by which an individual learns the joy of self-discovery freely sought on the basis of what he or she understands is relevant. It is through this process that the child develops his or her potential as an autonomous individual."

## **AGORA**

**Berkeley High Campus, Main Building,  
Third Floor**

**Telephone: 644-6253**

**Grade Level: 10-12**

**Number of Students: Approximately 175**

**Contact Person: Ellane Hammond**

Parents and students seeking an educational alternative spent much of the summer of 1970 working with Jay Manley, former director of Community High School, to create a sub-school on the Berkeley High Campus. In the spring of 1971, Community II began operation. It is now known as Agora. This year's director of the program ( the post will rotate annually), Ellane Hammond, states that Agora does not deviate too far from formal education. "The main thing is that it's multi-cultural." The first semester and this past summer were dedicated to bringing in the kind of teaching and other supportive



resource that would mold the new alternative into a truly multi-cultural enterprise. Programs have now been developed in Asian, Chicano and Black studies, with staff that can speak from their own life experience to these ethnic groupings. A Black-Chicano Summer Project was conducted by Agora as a kind of pilot preliminary to this school year. Manley describes the importance of the summer experience in building the foundation for the future. "What we do in the course of this summer will determine whether we will emerge a program united by its commitment to providing for the pluralism of our students and, in so doing, hopefully creating multi-cultural insights for all students and an opportunity to create a real-world community or emerge just another White House offering a token Ethnic Studies program as a means of enticing a multi-ethnic student-body, thus easing our feeling of responsibility and guilt."

The challenge, Manley continued, "requires a willingness from white staff members to share power and to sacrifice certain desirable programs. It also requires that the third-world staff be patient and tolerant teachers of the white staff, helping us to better understand what is happening. Finally, we all must build the trust that will permit us all to criticize each other freely and openly for the constructive betterment of the school. It is always infinitely easier to work separately. To work together requires cooperation and support."

One of the commitments set for Agora staff is to "recognize the years of neglect and omission that has resulted in specific symptoms of institutional racism; for example, predominantly white school personnel and determination of program priorities by white educators. These patterns and directions must be changed as quickly as possible if our goals for democracy and ultimate community are to be realized."

Features of Agora, as it goes into its first full year of operation, include: Formal education taught from a multi-cultural perspective; Cultural exchange and joint classes—Chicano, black, white and Asian; Use of parents and community and policy-making by a council comprising parents, staff and students; Emphasis on reading

and writing skills and development of creativity in expression.

Courses for this school-year will include Black Psyche, Chicano History, Skills Development Lab, Chicano and Black Tutorial, Bi-Lingual Spanish, Asian-American Social History, Contemporary Literature of LaRaza, Independent Study, Modern Dance, Wilderness, Competitive and Team Sports, Sailing, Egyptian Hieroglyphics, The Consumer and His Dollar, Mass Media, Mythology, Utopias, Poetry, Renaissance.

## **MODEL A**

**Main Building, Berkeley High Campus**

**Telephone: 644-6246**

**Grade Level: 10-12**

**Number of Students: Approximately 360**

**Contact Person: Jeff Tudisco**

At the February semester break in 1971, a group of teachers began an alternative school in a cluster of classrooms within the main building of Berkeley High. They called it Model A. It is a structured skills-oriented sub-school. Its courses are inter-departmentally offered. Emphasis is on the humanities. The curriculum is designed to enhance the basic skills, to promote joy in learning and to focus on the pluralistic aspect of society.

Activities at Model A include:

**Reading Labs**—These offer both personalized instruction and group activities for students to develop word-attack skills to decode words at or above grade level.

**Math Skills Labs**—These provide individualized instruction in the rudiments of math.

**Study of Man**—This course is required for all tenth graders. It deals with the commonality of goals shared by different cultures of the world. It traces the various and different methods used by cultural groups to achieve those common ends.

**American Culture**—This is required of all 11th graders. It relates to the contributions made to American culture by various European, African, Latin American and Asian groups and to the values associated with pluralism. American society is studied through the aspect of "the



family of man."

Initiators of the alternative sought to bring students together in a more personal way than allowed on the large campus. The importance of interpersonal relationships is stressed in the program.

## ALTERNATIVES BEGINNING IN THE FALL OF 1971

The following is a brief description of the intent of the alternatives commencing with the 1971-'72 school year. More information will be disseminated on these programs after they have been in operation a while.

### JOHN MUIR

#### CHILD DEVELOPMENT CENTER

John Muir School

2953 Claremont Avenue

Telephone: 644-6410

Grade Level: K-3

Number of Students: Approximately 400

Contact Person: Glenna Crumal

John Muir is a school of 500-some students. This alternative will apply to about 80 percent of the pupil population. Its size was based on the number of parents who wanted to enroll their child in it. Capacity is 400 students.

The program is year-round for those parents who wish it. Classrooms will be self-contained, with the teacher assuming the major responsibility for the instructional program for each child in the class.

The alternative is based on the "open classroom" concept, which includes these features:

- . . . Learning centers within the classroom equipped with materials to encourage individual interest and progress in art, math, and science, and the language arts.
- . . . Individualization for the learning process will be stressed as children work individually, in small groups, and in close collaboration with the teacher in order

to assess and meet personal needs in areas of basic skills, enrichment, and social development.

... Stress will be placed on helping the child assume responsibility for his own learning process and in assisting the child in making choices which fill his needs. This involves keen assessment by the teacher, and continuous evaluation, record keeping, and accountability for each child. Teachers will be provided training and ongoing assistance in developing skills required in this process.

... These classrooms will be provided with a wide variety of manipulative and process-oriented materials to meet the range of interests and abilities of the children. The mastery of basic skills in reading, math, language and science will be approached in whatever ways are compatible with the learning styles of each child.

Project classrooms will actively solicit volunteer participation of parents, adults from the community, older students, and student teachers. Emphasis will be on utilizing adults as assistants and tapping the resources of their individual competencies. Ethnic studies will be taught through first-hand experiences in the cultures of the various groups. The uniqueness and contributions of each will be focused on.

## **FRANKLIN MULTI-CULTURAL**

**Franklin School, 1150 Virginia Street**

**Telephone: 644-6328**

**Grade Level: 4-6**

**Number of Students: Approximately 300**

**Contact Person: Kenneth Finlayson**

This alternative will comprise three sub-schools and a supplementary tutorial program for those students characterized as high potential and for those who have been achieving below grade level.

There will be La Raza classes, Asian studies classes and multi-cultural classes containing children of all cultural groups.



Goals of the LaRaza classes are to develop proficiency in conversational and written Spanish and English and to improve school attendance by Spanish-speaking students. Goals of the Asian classes are to improve self-image through awareness of past history and contributions and appreciation of the uniqueness of the different minority groups. Goals of the multi-cultural classes are to increase understanding of the nature and worth of all cultures, to find new ways to work together toward common goals and to help each child to learn by himself.

The University of California tutors who worked at Franklin School last year will be used as support for both the high potential and low-achieving pupils. The tutors will work with the youths in the alternative on a regular one-to-one basis.

## **LA CASA DE LA RAZA**

**Site Not As Yet Selected**

**Telephone: 644-6365**

**Grade Level: K-12**

**Number of Students: Approximately 150**

**Contact Person: Victor Acosta**

This school will provide a new educational option for students, parents, and community. The goal is for all to work cooperatively, in an open and motivating environment, to reinforce cultural heritage, traditions and values. A further goal is for all to be both students and educators. A truly bilingual educational experience will be offered to parents and children, including youngsters of school age that have been "pushed out" of the educational system.

Casa will be run by a parent-student-staff administrative board. Classes for adults, in which students and staff will train parents in basic skills, will be provided to facilitate parent involvement in educational experiences with their children and friends. English as well as Spanish will be taught to all children in the school.

In the culture of La Raza, music, art, theatre



and dance will all play very important parts and will have their place in this school. Casa will have programs designed to channel creative energy and learning abilities into theatre, dance, music and art. The school will be non-graded, with a basic curriculum approached in a manner relevant to the background and social situation of the students. The curriculum will include **Language Arts**, the emphasis being on developing truly bilingual students; **History** as seen from the perspective of La Raza; **Cultural Studies**, including religions, folklore, crafts, magic; **Fine Arts**, where Spanish-speaking authors, dramatists, artists, film-makers, etc., will be studied. Also included will be studio classes in plastic arts and the cultural programs mentioned above; **Science**, natural, physical, and social sciences all taught through bi-lingual teaching methods; **Mathematics**; and **Physical Education**. The curriculum includes social services as well: health education, legal education, counseling guidance, and an educational center for teen-aged parents.

## **ON TARGET**

**Berkeley High Campus**

**Telephone: 644-6120**

**Grade Level: 10-12**

**Number of Students: Approximately 140**

**Contact Person: Robert Rice**

This alternative will provide instruction in science, math, business, industrial arts and pre-nursing subjects. The experiences will serve as preparation for careers in businesses and industries related to science and technology.

Purposes of the alternative are to provide first-hand experience and to relate science to the life experiences of the student. The activities are designed to be meaningful to the student's interests for the future. The student who does not want to major in the other subject areas offered at the high school will have a chance to focus his attention on the specific subjects that do interest him.

Features of the alternative include use of the Career Center, visits with representatives from



many occupations, field trips to institutions with many of the occupations relevant to this school. Extended time for class work and some "on-the-job" experience.

## **WEST CAMPUS ALTERNATIVE**

**West Campus, 1222 University Avenue**

**Telephone: 644-6192**

**Grade Level: 9**

**Number of Students: Approximately 50**

**Contact Person: John Newton**

This program will serve students who need to learn more basic academic skills before going on to Berkeley High. A program has been created for each student based on his needs. In addition to the academic training, jobs will be provided. The work will be either on the school site or in the community. The two-part alternative—studies and employment—is designed to provide both incentive, the needed academic skills and improved self esteem.

# EXPERIMENTAL SCHOOLS in BERKELEY

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